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Structural equation modeling of relationship between organizational citizenship behavior and social capital with organizational learning among physical education teachers

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ABSTRACT

The purpose of this study was to determine the relationship between organizational citizenship behavior and social capital with the organizational learning of the physical education teachers. This study is a descriptive- correlation survey. The research population consisted of all the Physical Education teachers of Isfahan province who were 1172 individuals, and 314 of them were chosen stratified randomly as the sample size. The tools used in this study were Podsakoff et al [2000]'s organizational citizenship behavior questionnaire, social capital based on SCAT model and organizational learning based on Senge model [1990], whose reliability were obtained 0.88, 0.84, 0.91, respectively. Statistical analyses indicated that there is a significant positive correlation coefficient [$r = 0.569$, $P = 0.01$] on the level of [0.05] between organizational citizenship behavior and social capital with organizational learning. Since organizational citizenship behavior and social capital contribute to the improvement of organizational learning components, particular attention should be paid to this capital and its impact on the improvement of organizations; also, the weaker aspects of social capital among physical education teachers in organizations must be identified and strengthened so that we can make the best possible use of it to improve organizational performance.

Keywords: organizational citizenship behavior, social capital, organizational learning, physical education teachers

INTRODUCTION

Today's world, particularly the world of organizations is prone to dramatic and constant changes, and all aspects of the organizations, from internal environment to external environment, from nonhuman to human factors are all changing from one state to another with stunning acceleration. In such circumstances, organizations struggle to survive, to save themselves in the turbulent environment; they continuously exit from static forms and move toward the development of learning and the establishment of the learning organization [1]. In other words, every organization must get accustomed to transformation and positive change. In this regard, in order to achieve their goals, successful organizations have set specific issues and solutions as the cornerstone of their economic activities among which commitment to customer service or customer orientation, and having organizational culture including insight, can be named [2]. Today, human resource management has become so important that other management issues are set in the next steps; thus, in order to foster human resources it is essential to create the conditions that develop a learning organization [3].

Hence, in the present era, those organizations are successful whose managers strive to improve their human capital potential. Organizational learning is a process and a set of measures that leads to the staff's learning and involves a specific organizational behavior which is applied in the learning organization. In such organizations, learning conditions are provided for all members, and individuals constantly try to apply what they have learned [4]. On the other hand, social capital has made a proper context for human and physical capital efficiency and it is considered as a way to succeed [5]. Managers and those who can create social capital in the organization pave the way to their occupational and organizational prosperity [6]. Also, it should be considered that social capital gives life meaning and makes life easier and more pleasurable. Nevertheless, we can say that social capital is a manageable phenomenon, meaning that it can be rebuilt based on the policies in certain domains of the organization or we can help its forming process [7]. This is possible if the senior managers of the organization are aware of the current state of social capital in their organization [8]. Regarding the importance of this issue, if managers become familiar with this concept at various levels they can reduce many of the costs and make structural and process changes in their own organization by useful enhancing and exploiting it [9]. Social capital is a collection of communications and networks that an individual makes in her/his own environment, whose essence is trust [10].

Managers also need to set appropriate policies and strategies by the help of which they act toward flourishing the citizenship behavior in their organization [7]. In this study the researcher tries, by describing the amount of each of these variables among physical education teachers, to provide an appropriate ground for the authorities to promote organizational citizenship behavior, social capital and organizational learning, and finally, if effective steps are to be taken in attracting further participation of Physical education teachers in the process of national development and assuming their more active role in our country, such acknowledgements, if judged and investigated in a broader sense, can be effective in setting more realistic strategies.

The results of the study indicated that there is a significant relationship between the organizational learning capability and its components with organizational citizenship behavior, and between organizational intelligence and its components with organizational citizenship behavior [11]. Furthermore, results of the study showed that there is a significant difference between the staff's organizational learning based on the levels of social capital. Results of the correlation analysis also indicated that there exists a significant positive relationship between all the components of social capital and organizational learning [12].

Majidi [2012] in a study entitled "Examination of the Relationship between Social Capital and Organizational Learning," using model of the social capital and organizational learning, found that a significant positive relationship exists between the social capital and organizational learning [5]. Adler and Krown [2008] in a study titled as "Social Capital; A Prospects for a New Concept" stated that there is a significant relationship between the components of social capital and knowledge transfer organizational learning [1]. Hoffman et al [2005] in a research titled: "Social Capital, Knowledge Management, and Sustained Superior Performance", showed that social capital endorses the organization to achieve a higher performance to reinforce and improve organizational learning. Organizations that are high in social capital comparing to the ones which are lower in social capital, have higher capability in learning [4].

Nonetheless, this study seeks to answer these questions: what is the relationship between the organizational citizenship behavior of the physical education teachers and their social capital? How are these two variable components involved on the organizational learning level of the physical education teachers? The present study seeks to investigate the overall factors that can exist among the physical education teachers and can affect their performance.

MATERIALS AND METHODS

The research method was descriptive correlation survey. The population consisted of all the physical education teachers of Isfahan who were 1172 individuals, out of which 314 individuals were selected as a stratified random sampling using Morgan table, and finally 301 questionnaires which was equivalent to 95% of the whole, were returned. Instruments used in this study were Podsakoff et al [2000]'s organizational citizenship behavior questionnaire, social capital based on SCAT model and organizational learning based on Senge [1990]'s model, whose reliability were 0.88, 0.84, 0.91, respectively. To assess the validity of the research instruments they were reviewed by 8 experts who determined the face validity; and confirmatory factor analysis method was used to determine the structural validity. Data analysis was performed on the two levels of descriptive and inferential

statistics. To determine the normal distribution, Kalmogrov-Smirnov test was used. Pearson correlation coefficient and multiple and simple regression were used to examine the relationship of the variables and the confirmatory factor analysis in order to check the structural validity. For data analysis, SPSS software version 19 and Lisrel software version 8.50 were utilized.

Findings

Results showed that 35 percent of the samples were men and 65 percent, women. Individuals with less than 5 years of experience formed 31.9% of the sample, with 6 to 10 years of experience, 18.3%, with 11 to 20 years, 31.9 %, and those with more than 20 years of experience, 13% of the sample.

Table 1. Kalmogrov-Smirnov Test

Indices Variable	N	Mo	Md	\bar{X}	S ²	Q1	Q3	Z	P
Organizational citizenship Behavior	301	3.69	3.60	3.58	0.405	3.33	3.88	0.920	0.366
Social Capital	301	3.51	3.59	3.58	0.49	3.31	3.86	0.985	0.287
Organizational Learning	301	3.25	3.32	3.37	0.54	3.04	3.75	0.776	0.583

According to the values obtained for the organizational citizenship behavior [$P \geq 0.01$, $Z = 0.920$], social capital has been obtained as [$P \geq 0.01$, $Z = 0.985$] and Organizational Learning as: [$P \geq 0.01$, $Z = 0.776$]. Since the P-value is greater than the error of 0.01, therefore, the null hypothesis on data normality is not rejected and it can be stated with 99% confidence that the scores and the data of the organizational citizenship behavior, social capital and organizational learning have been normally distributed.

Table 2: Single-Sample T Test for the Research Variables

Indices variable	n	\bar{X}	S ²	μ_0	Df	Tob	Tc	P
Organizational citizenship Behavior	301	3.58	0.405	3	300	24.97	1.96	0.001
Social Capital	301	3.62	0.49	3	300	20.78	1.96	0.001
Organizational Learning	301	3.37	0.54	3	300	11.92	1.96	0.001

As it can be seen in Table 2, the calculated t values for the organizational citizenship behavior, social capital and organizational learning, with 300 degrees of freedom is greater than the critical value of the table [96/1] and smaller than the level of $\alpha = 0.01$. Therefore, the null hypothesis that there is no difference between the actual and the presumed average [3] is rejected and the research hypothesis is confirmed. Nonetheless, it can be stated that the average organizational learning and all its components are likely to be 99% above average, and it can be generalized to the entire population.

Table 3: Standard and Non-Standard Regression Coefficients for Predicting the Organizational Learning of the Physical Education Teachers Based on Organizational Citizenship Behavior and Social Capital

Row	Statistical Indices Variable	Non-Standard Coefficients		Standard Coefficients	T value	Significance Level
		β	Standard Error	β		
1	Constant Value	0.301	0.235	----	1.283	0.200
2	Organizational Citizenship Behavior	0.345	0.067	0.260	5.126	0.000
3	Social Capital	0.511	0.056	0.464	9.165	0.000

As indicated in Table [3] the two variables of organizational citizenship behavior and social capital can significantly predict the organizational learning of the physical education teachers of Isfahan [$\text{sig} < 0.05$]. The standardized beta coefficient for organizational citizenship behavior equals 0.260 and for social capital it is 0.464, meaning that a unit of change in organizational citizenship behavior leads to 0.260 unit of change in the organizational learning of the teachers and with the emergence of a unit of change in social capital, 0.464 unit of change occurs in the organizational learning of the physical education teachers.

The regression equation to predict the organizational learning of the physical education teachers is as follows:

$$\text{Organizational Learning} = Y0.511 + X0.301 + 0.345$$

X: organizational citizenship behavior
 Y: social capital

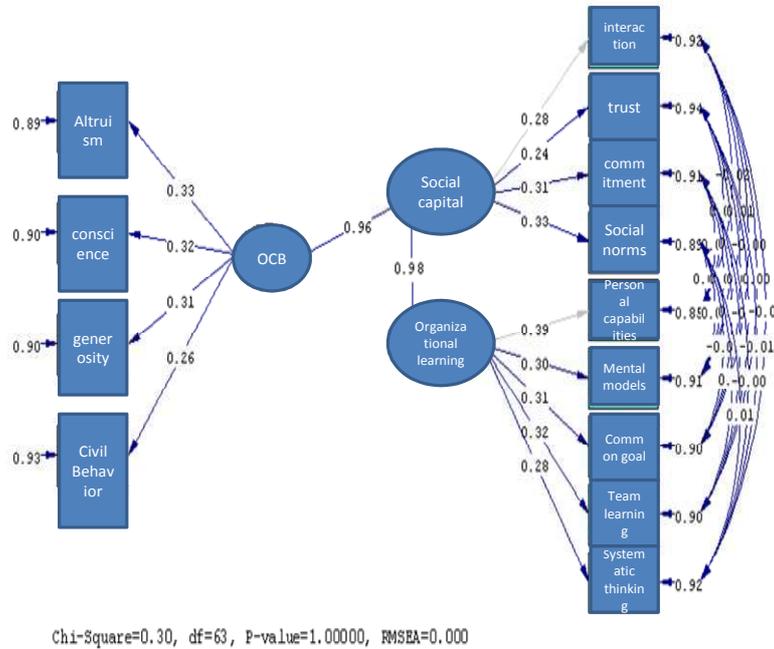


Figure 1: The Main Model of the Research [the relationship between organizational citizenship behavior and social capital with organizational learn

Table 4: Results of the Structural Equation Modeling for the Research Patterns

Proposed routes for the final model	B	β	SE	R2
Organizational Citizenship Behavior → Social Capital	0.93**	0.93	1.44	0.87
Social Capital → Organizational Learning	0.97**	0.98	1.74	0.94

Results of Table [4] show that organizational citizenship behavior accounted for 87% of the social capital variance, and social capital accounted for 94% of the organizational learning variance. The final model is presented in figure [1] for the causal relationships between organizational citizenship behavior capability, social capital and organizational learning. Based on the results of the table above, the model fits well because RMSEA's value is low and the value of GFI is 1.0. Also, the value of CFI is over 9/0 which is indicative of a good fitness of the model. In general, it can be stated that the model relatively fits well.

DISCUSSION AND CONCLUSION

Findings showed there is a significant positive correlation between the variables of the organizational citizenship behavior and social capital with the organizational learning of the physical education teachers. Considering today's competitive conditions, by establishing appropriate conditions and characteristics, organizations must continue to foster human resources after the educational centers. Workplace has a large impact on the flourishing and development of the staff, therefore, the interaction between the organizational citizenship behavior and social capital, which are influenced by education and culturalization in the workplace, will provide the basis for the empowerment and fostering of the valuable human and social capital, and will facilitate access to better job performances. Organizational citizenship behavior leads to the formation of social capital in the organization which

will directly affect organizational performance. Organizational citizenship behavior does not in fact include non-acquisitive behavior of the organization's employees, but promotes and fosters positive interpersonal relationships, group integrity and ethics in the organization and also helps the effectiveness and the efficiency of the organization [Borman et al, 2001]. Results of this study showed a significant positive relationship between the organizational citizenship behavior and organizational learning that do not match Safaian's study [2009] in which there is no relationship between the organizational learning and organizational citizenship behavior in state organizations. Lack of harmony between these research results may be due to the differences in population and the influence of the underlying factors in this relationship. It can be asserted that in the present competitive world, those organizations are successful which learn quicker and faster from their rivals and utilize this learning in their working processes. In response to this challenge and stimulate the learning transformation, the Education Organization, at the individual, organizational and societal level, needs a center for the development of training for its teachers and staff, so that this organization will turn into a learning one. Results of this study are not consistent with the results of Terker's research [2008] titled "The Relationship between Organizational Citizenship Behavior and Organizational Learning with Organizational Atmosphere." In fact in this study, the researcher argues that organizational learning cannot be a function of organizational citizenship behavior, but it is organizational atmosphere that could affect this variable. The main cause for determining this in harmony with the present study can be the difference in the study population as well as the difference in methodology. But the results of this research are in line with the results of Mirak Zadeh et al [2012] stating that improvement in the organizational citizenship behavior can improve the learning component in an organization. Results of the other studies also showed that promotion and improvement of the social capital level and each of its components either at individual level [trust, social norms] or at organizational level [interaction, participation] can have an influence on organizational learning. The results of this part of the study are consistent with the results of the studies of Sayadi [2000], Vaziri Raad [2000], Majidi [2012], Somech and Drach Zahavy [2004] and Podsakoff and Mackenzie [2010].

Results of this study showed that the variables of organizational citizenship behavior and social capital are significant predictors of the organizational learning of the physical education teachers of Isfahan. Also, the shared variance among the variables is 0.392% which indicates that 39.2% of the total change in the amount of the organizational learning of Isfahan's physical education teachers depends on the two variables of organizational citizenship behavior and social capital. Results showed that organizational citizenship behavior is one of the most important predictors of organizational learning. Therefore, it can be said that in the present competitive world, successful organizations are the ones which learn quicker and faster from their rivals and use this learning in their work processes. The Education Organization, in response to this challenge, and stimulate the learning transformation, at the individual, institutional and societal level, needs a center for the educational development of its staff and teachers so that it can turn into a learning organization. If the learning ability is developed, subsequently, citizenship behaviors in the staff develop and they become more willing to show organizational citizenship behavior. If these behaviors are reinforced in the staff, their loyalty increases, and their commitment in helping the organization and completing its strategies will be further increased, as a result, organizational learning enjoys higher quality.

Awareness of the learning process and propelling the organization into learning and a flexible one, changes in the organizational structures by utilizing knowledge networks, and opening the boundaries in order to develop teamwork and human relations in the organization are among the challenges facing the organization's management. So, addressing the organization's improvement is one of the important issues of today's organizations, and social capital is one of the necessary capitals for the organizations, whose relationship with organizational learning of the teachers was examined in this research. Social capital leads to integration among the members. Firm beliefs and norms bring about social networks that involve certain rules and customs, and these norms replace official controls [Mobaraki et al, 2013]. Also, results of this study showed that social capital can be one of the predictors of organizational learning in the organization. In fact, as the social capital is involved in improving and upgrading the components of organizational learning, there should be a particular attention to this capital and its impact on the organizations' improvement; identifying and strengthening the weaker aspects of social capital in the Education Organization and the physical education teachers must be highly considered, so that it is used in the best possible way in order to improve organizational performance.

Considering the results of this study regarding the existence of a relationship between the organizational citizenship behavior and social capital with the organizational learning of the physical education teachers, it is suggested that managers of the Education Organization provide the conditions in which they can take steps to raise the quality

level of the components of organizational learning by improving the components of organizational citizenship behavior and promoting the social capital level of the teachers through holding short-term training courses. Although the statistical results showed that the level of organizational citizenship behavior and social capital and its components is a little higher than average among the physical education teachers, this cannot be a desirable level among this part of society, since organizational citizenship behavior and particularly social capital, are the variables which are manageable [Alvani, 2002]. Therefore, it is proposed that authorities of the organization, by holding meetings and consultations in the province, take some measures to improve and enhance these components.

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